

4 month reporting date 6/27/06 received 7/6/06
 8 month reporting date 10/27/06 received 10/27/06
 12 month required completion date 2/27/07

Cheyenne-Eagle Butte School District Improvement Plan/Progress Report Form

Scheduled Date of Completion:

Principle : General Supervision

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:17:03 Annual report of children served

The district does not have documentation to verify services were being provided to five students listed on the district's 2004 child count. The district did not submit the IEP front page with the other child count information and the monitoring team attempted to check the files without success during the onsite review. The Department of Education will withhold from the district the Individual with Disabilities Education ACT (IDEA) funds for the misclassified student.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All students on child count will have an IEP in effect on December 1st of the reporting year.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

Please complete a new sheet for each goal.) *The Cheyenne-Eagle Butte School will ensure all students on child count will have an active IEP in place 100% of the time.*

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

1. What will the district do to improve? *The school will develop and implement a school-wide data base program to track and verify child count.*

What data will be given to SEP to verify this objective?
Reports derived from the data base will be provided to SEP for verification purposes, in addition front covers of IEPs will be available for review.

September 15, 2006

Special Education Director

**NOT MET
12/06- no documentation was received**

Please explain the data (4 month) **The C-EB School submitted IEP front covers for audit verification for December 01, 2005, the computerized web-base program will be ready for implementation when teachers return in August, 2006.**

Please explain the data (8 month) *Submitted additional documentation to the State Department, awaiting response.*

Please explain the data (12 month)

Principle: Evaluation Procedures

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12 month required completion date 2/27/07

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Issues requiring immediate attention

ARSD 24:05:25:04 Evaluation procedures

ARSD 24:05:25:26.01 Reevaluation

A school district shall ensure a child is assessed in all areas related to the suspected disability and evaluation procedures include a wide variety of assessment tools and strategies to gather relevant functional and developmental information about the child including information provided by parents, which may assist in developing the content of the child's IEP.

A student file review completed by the monitoring team indicated no formal evaluation was available in the student file for a child with a multiple disability. A reevaluation must be completed to support placement in the area of multiple disability.

A student file review completed by the monitoring team indicated a reevaluation was completed 10-05 but did not include an evaluation in the area of behavior. According to the multidisciplinary team report, the student qualified for oral expression and listening comprehension, however, there were no goals for listening comprehension and oral expression. Observations and present levels of performance include information about the students' behavior and the team developed behavior goals however, no evaluation in the area of behavior was available in the file.

A student file review completed by the monitoring team indicated a review of existing data was completed 9-19-05 which noted behavior concerns. The file information indicated the student was diagnosed with ADHD (2002); however, no behavior evaluation was completed in the 2005 reevaluation.

A student file review completed by the monitoring team indicated a reevaluation was completed 12-11-03. The disabling condition reported on the child count was not substantiated by the documentation within the file. The district must reconvene the student's IEP /evaluation team and determine eligibility based on new reevaluation information.

A student file review completed by the monitoring team indicated no three year reevaluation was completed for a student listed on the 2004 child count as speech language (550).

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation/reevaluation meet the minimum requirements.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Initial evaluations and re-evaluations will be comprehensive and administered in all areas of suspected disability.

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| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | Record Date Objective was Completed |
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| <p>1. What will the district do to improve? <i>The issues stated above that are requiring immediate attention will be addressed as follows:</i></p> <p>A student file review completed by the monitoring team indicated no formal evaluation was available in the student file for a child with a multiple disability. A reevaluation must be completed to support placement in the area of multiple disability. <i>An evaluation was completed as recommended by the monitoring team to provide appropriate assessment based on functional level of the student. A new MDT Summary Report was completed with eligibility and placement determined. An IEP will be written in accordance with the findings. (K.D.) Completed.</i></p> <p>A student file review completed by the monitoring team indicated a reevaluation was completed 10-05 but did not include an evaluation in the area of behavior. According to the multidisciplinary team report, the student qualified for oral expression and listening comprehension, however, there were no goals for listening comprehension and oral expression. Observations and present levels of performance include information about the students' behavior and the team developed behavior goals however, no evaluation in the area of behavior was available in the file. <i>The IEP team will reconvene to establish new IEP with appropriate goals and objectives.</i></p> <p><i>(D.L.) When staff returns in August, 2006, verification that this was completed will be obtained and submitted to SEP.</i></p> <p>A student file review completed by the monitoring team indicated a review of existing data was completed 9-19-05 which noted behavior concerns. The file information indicated the student was diagnosed with ADHD (2002); however, no behavior evaluation was completed in the 2005 reevaluation. <i>The IEP team/Evaluation team will reconvene to obtain parental permission to conduct a behavior assessment to be included with data completed in 09/19/05. The team will then conduct another review of existing data to determine eligibility and if necessary, amend IEP. (C.S.)</i></p> <p><i>When staff returns in August, 2006, verification that this was completed will be obtained and submitted to SEP.</i></p> <p>A student file review completed by the monitoring team indicated a reevaluation was completed 12-11-03. The disabling condition reported on the child count was not substantiated by the documentation within the file. <i>The district will reconvene the student's IEP /evaluation team and determine eligibility based on new reevaluation information.</i></p> | <p>April 15, 2006</p> <p>May 15, 2006</p> <p>May 15, 2006</p> <p>October 27, 2006</p> <p>April 15, 2006</p> | <p>Special Education Teacher and MD Team</p> <p>Special Education Teacher-Case Manager and IEP Team</p> <p>Special Education Teacher-Case Manager and IEP Team</p> <p>Special Education Teacher-Case Manager and IEP Team</p> | <p>NOT MET</p> <p>Will submit documentation to provide verification completed by 11/03/06</p> <p>NOT MET 12/06- no documentation was received</p> |
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| Principle: Evaluation Procedures | | | |
| Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:25:04 Evaluation procedures</u> The monitoring team notes the policy at the primary level is to send a hearing re-check notice at the beginning of the year to inform parents of annual/semi annual hearing screenings. These screenings are provided for all special education students. If the screening is not passed, it is the policy to do an evaluation. If additional issues remain a referral is sent to the parents to follow up on. However, Indian Health Services provides the evaluations. Written consent is not obtained for the screenings or evaluations and there is no consistent follow through by the district on the medical referrals | | | |
| Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will develop procedures for hearing screening and rechecks and follow through on hearing evaluations. | | | |
| Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) <i>Policies and procedures will be in place for hearing screening and rechecks to include follow through when hearing evaluations are recommended.</i> | | | |
| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | Record Date Objective was Completed |
| 1. What will the district do to improve? <i>Meetings will be conducted between C-EB Administration and Speech Language Clinicians to develop policy that will address hearing screening and evaluations.</i> What data will be given to SEP to verify this objective? <i>Copy of established policy and procedures for review</i> | <i>August 31, 2006</i> | <i>Special Education Director, School Administrators and Speech Clinicians</i> | NOT MET NOT MET 12/06- no documentation was received |
| Please explain the data (4 month) These meetings are scheduled for the week of August 28, 2006 when the staff return to school to revise current policy to reflect required changes for hearing screenings and rechecks. Upon revision completion, a copy will be sent to SEP for verification purposes. | | | |
| Please explain the data (8 month) October 27, 2006: A copy of the revised policy will be sent to the State Dept. for verification purposes by 11/03/06 | | | |
| Please explain the data (12 month) | | | |

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Principle: Evaluation Procedures

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:21 Transition to preschool program.

Each local district shall develop policies and procedures for transition of children participating in the early intervention program under Part C of the Individuals with Disabilities Education Act (IDEA) who are eligible for participation in preschool programs under Part B of IDEA. The district shall provide the family with information on the eligibility and evaluation requirements under Part B of Individual with Disabilities Education Act, including the parents' and district's rights regarding procedural safeguards. Students transitioning from Part C to Part B of IDEA must be evaluated in all areas related to the suspected disability.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will evaluate students transitioning from Part C to Part B of IDEA in all areas of suspected disability.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will ensure each student on child count has received a comprehensive evaluation to support the disability category when transitioning from Part C to Part B.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

1. What will the district do to improve?
The district will evaluate students in all areas of suspected disabilities including students transitioning from Part C to Part B.
 What data will be given to SEP to verify this objective?
The district will review 100% of the evaluation conducted for students transitioning from Part C to Part B. The district will report:
 1. *the number of files reviewed*
 2. *the number of files where the student has been evaluated in all area of suspected disability to support category on the child count.*

August 31, 2006

Special Education Director

NOT MET
NOT MET 12/06- no documentation was received

Please explain the data (4 month)

The review and report will be completed by August 31, 2006.

4 month reporting date 6/27/06 received 7/6/06
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Please explain the data (8 month)

October 27, 2006: Verification will be submitted to the State Department for verification of completion by 11/03/06

Please explain the data (12 month)

Principle: Evaluation Procedures

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04(5) Evaluation procedures

A school district shall ensure, at a minimum, that evaluation procedures include the following. A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child including information provided by the parents to determine eligibility and the content of the IEP.

Through the review of student records, eight files did not include functional assessment. The district staff did not consistently include functional information in the evaluation process by gathering, analyzing and developing a written summary of strength and needs for specific skills areas affected by the student disability. The student's present levels of academic performance, their progress in the general curriculum or development of annual goals and short-term objectives therefore did not link to evaluation.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Functional assessment will be completed as part of the comprehensive evaluation and used to develop present levels of performance and annual goals and objectives.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Initial and re-evaluations will include functional assessment in all areas of suspected disability and a written report/summary of assessment results, within established timelines.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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| <p>1. What will the district do to improve? <i>The special education staff will conduct functional assessments within the 25 day timeframe and summarize the functional data in a written format. The student's functional data will be incorporated present levels of performance 100% of the time.</i></p> <p>What data will be given to SEP to verify this objective? <i>A random sample of files will be reviewed for initial and 3 year re-evaluations completed, to ensure they contain functional data in appropriate format.</i></p> | <p><i>September 15, 2006</i></p> <p><i>December 15, 2006</i></p> | <p><i>All Special Education teachers and speech clinicians</i></p> <p><i>Special Education Director</i></p> | <p>NOT MET NOT MET 12/06- no documentation was received</p> |
| <p>Please explain the data (4 month)</p> <p>Training was conducted on May 29 – June 2, 2006 which addressed 'functional assessment', all certified special education staff was in attendance.</p> | | | |
| <p>Please explain the data (8 month)</p> <p>October 27, 2006: Documentation from sampling of files will be submitted to the State Department for review by 11/03/06</p> | | | |
| <p>Please explain the data (12 month)</p> | | | |

Principle: Procedural Safeguards

4 month reporting date 6/27/06 received 7/6/06
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 12 month required completion date 2/27/07

| <p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:30:15 Surrogate parents</u> A surrogate parent is assigned to ensure that the rights of a child are protected if no parent can be found or if the child's parental rights have been terminated. A surrogate parent is afforded all rights that a parent is eligible for under this article. A surrogate parent may not be an employee of a public agency, i.e. DSS, DOC, etc.</p> <p>Through interviews and file reviews, the monitoring team determined a need for the appointment of a surrogate parent. The district did not have a list of potential surrogate parents available.</p> | | | |
|---|----------------------------------|--|---|
| <p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will develop a list of person who can serve as surrogate parents.</p> | | | |
| <p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) <i>A list of individuals will be identified and trained as surrogate parents to be used within the Cheyenne-Eagle Butte School.</i></p> | | | |
| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | Record Date Objective was Completed |
| <p>1. What will the district do to improve? <i>The C-EB School will identify individuals who wish to serve as surrogate parents and provide appropriate training to these individuals.</i></p> <p>What data will be given to SEP to verify this objective? <i>The list containing names of individual's interested and training dates will be provided for verification purposes.</i></p> | <p><i>September 30, 2006</i></p> | <p><i>Special Education Director</i></p> | <p>NOT MET NOT MET- 12/06- no documentation was recieved</p> |
| <p>Please explain the data (4 month) <i>A list of people have been provided to the District Office, they are in contact with the individuals to see if they are willing to serve, training is scheduled for fall of 2006.</i></p> | | | |
| <p>Please explain the data (8 month) <i>October 27, 2006: The list will be submitted to the State Department for verification by 11/03/06</i></p> | | | |
| <p>Please explain the data (12 month)</p> | | | |

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Principle: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of individualized education program

Each student's individualized education program shall include a statement of the student's present levels of educational performance, including: (a) how the student's disability affects the student's involvement and progress in the general curriculum or (b) for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities; (c) for students with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives; (2) A statement of measurable annual goals, including academic and functional goals, designed: (a) meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and (b) meeting each of the student's educational needs that result from the student's disability.

Present levels of performance must contain the student's strengths, needs, effect of the disability on the student's involvement and progress in the general curriculum and parent input. In 10 files the present levels of performance were missing one or more of the above requirements.

Short term objectives or annual goals need to have conditions, performance and criteria listed. The short term objectives must be linked to the annual goals. Objectives should be student centered and skill bases. Annual goals need to be observable and reasonable to attain in one year. In the speech files at the upper elementary building, the goals were not skill specific and at the high school level standards based goals are written. Example: "When given an assignment, the student will be able to use a variety of algebraic concepts and methods to solve problems in 4 out of 5 trials with 80% accuracy." "When given an assignment the student will be able to evaluate patterns of organizations, literary elements and literary devices within various texts in 4 out of 5 trials with 80% accuracy." In 5 files short term objectives did not include the condition or the criteria.

Justification for placement must include an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular classroom. The monitoring team determined special education staff does not have a clear understanding how to pursue writing justification for placement statements. In 11 files the justification statement did not follow the accept/reject method or was left blank. Examples:

- "The student will participate in the same activities as non-delayed peers."
- "The student needs one on one instruction so the pull out method is beneficial."
- "The student may feel self conscious about being out of the classroom away from peers but it will pay off by reducing distractions."

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures development of the IEP meets minimum requirements.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**
IEP's written by the C-EB School Special Education staff will have all the required content 100% of the time.

| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | Record Date Objective was Completed |
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| <p>1. What will the district do to improve? <i>Training will be provided to all special education staff regarding the required components of the IEP</i></p> <p>What data will be given to SEP to verify this objective? <i>List of participants, dates training held, overview of training will be provided.</i></p> | <i>September 15, 2006</i> | <i>Special Education Director</i> | MET- 7-06 |

Please explain the data (4 month)
Training was conducted May 29 – June 2, 2006 in which all staff attended. A copy of the training agenda and participants is attached.

Please explain the data (8 month)
October 27, 2006: Another copy will be provided to the State Department for verification of completion by 11/03/06

Please explain the data (12 month)

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| <p>2. What will the district do to improve? <i>A random sample of IEP's will be reviewed to ensure that all required content is contained in the IEP's</i></p> <p>What data will be given to SEP to verify this objective? <i>A report of the random sampling findings will be provided</i></p> | <i>December 15, 2006</i> | <i>Special Education Director</i> | NOT MET NOT MET 12/06 |
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Please explain the data (4 month)
To be completed by established timeline.....

Please explain the data (8 month)
October 27, 2006: Continuing to work on completing....

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Please explain the data (12 month)

Principle: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.02 Development, review and revision of IEP

In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, the academic, developmental, and functional needs of the student, and as appropriate, the results of the student's performance on any general state or district-wide assessment programs. The individualized education program team also shall: (1) In the case of a student whose behavior impedes his or her learning or that of others, consider, the use of positive behavioral supports and other strategies to address that behavior. In 6 files reviewed, the question "Does the student's general classroom behaviors impede learning?" was either left blank, indicated behavior does not impede learning although the student was on the child count as emotionally disturbed (505) or was checked yes with no positive behavioral support listed.

A student's IEP must include the projected date for the beginning of the services and modification described in this section and the anticipated frequency, location, and duration of those services and modifications. Cheyenne-Eagle Butte Cooperative School developed a form for the documentation of modifications and accommodations. The monitoring team determined the form does not include a way to effectively document how modifications and accommodations relate to state and district wide assessment.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will develop a system to effectively document how modifications and accommodations relate to state and district wide assessment.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The C-EB School will develop a system to effectively document modifications/accommodations in relationship to standardized assessments.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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| 1. What will the district do to improve? <i>The C-EB School will revise the current modification/accommodation page of the IEP to effectively document how modifications and accommodations relate to state and district wide assessment.</i> What data will be given to SEP to verify this objective? <i>Copy of the revised form will be provided</i> | <i>August 31, 2006</i> | <i>Special Education Director</i> | NOT MET NOT MET 12/06-no documentation was received |
| Please explain the data (4 month) <i>Will be completed by established timeline...</i> | | | |
| Please explain the data (8 month) <i>October 27, 2006: Will submit a copy of the revised form for State Department review by 11/03/06</i> | | | |
| Please explain the data (12 month) | | | |
| 2. What will the district do to improve? <i>Training will be provided to all special education staff regarding the required components of the IEP, especially addressing the area of behavior</i> What data will be given to SEP to verify this objective? <i>List of participants, dates training held, overview of training will be provided.</i> | <i>September 15, 2006</i> | <i>Special Education Director</i> | MET- 7-06 |
| Please explain the data (4 month) <i>Training was conducted May 29 – June 2, 2006 in which all staff attended. A copy of the training agenda and participants is attached.</i> | | | |
| Please explain the data (8 month) <i>A second training was conducted on August 31, 2006 by Dr. Bruce Rens, a copy of agenda and participants will be submitted by 11/03/06</i> | | | |
| Please explain the data (12 month) | | | |